DOCUMENT RESUME

ED 243 741 SO 015 550

TITLE Fourth Grade. History-Social Science: A Brief Curriculum Guide.
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Calif.
PUB DATE 82
NOTE 23p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; Concept Teaching; Curriculum Development; Curriculum Guides; Democratic Values; Ethnic Groups; Federal State Relationship; Futures (of Society); Geographic Concepts; Geography Instruction; Grade 4; History Instruction; Intermediate Grades; Leaders; Learning Activities; Resource Materials; Sequential Approach; Skill Development; Social Sciences; *Social Studies; *State Government; *State History
IDENTIFIERS *California

ABSTRACT

This handbook outlines the grade 4 course entitled "People of a Region: California." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the fourth grade level. Topics covered include community-state relationships, peoples of California, California geography, state history, state leaders, state government, California's place in the United States and the world, and the future. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

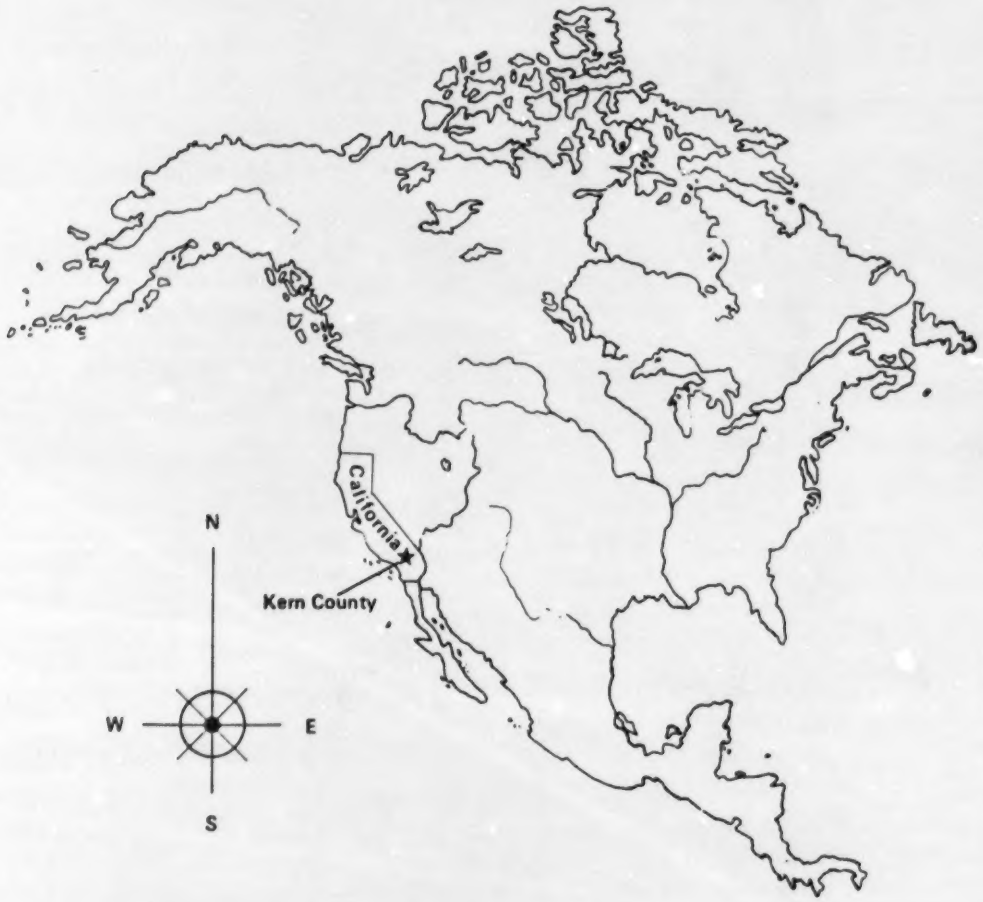
OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Claude W. Richardson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOURTH GRADE

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*

ED243741



*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SP015 550

TABLE OF CONTENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE EDUCATION IN CALIFORNIA..... i

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM..... 1
Major Goals Shown in Chart Form..... 2

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6..... 3
Areas of Study K-12 Illustrated..... 4

CURRICULUM FOR GRADE FOUR - The People of a Region: California

Topics of Instruction..... 5-6
Concepts..... 6
Skills: Study/Critical Thinking/Interpersonal..... 6-8
Suggested Learning Activities..... 8-11
Media Resources..... 11

APPENDIX A

Education Code Requirements Affecting
History and Social Science Instruction..... 12-13

APPENDIX B

Education Code Sections Requiring the
Observance of Special Events..... 14-15

ACKNOWLEDGEMENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

*EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

---

*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

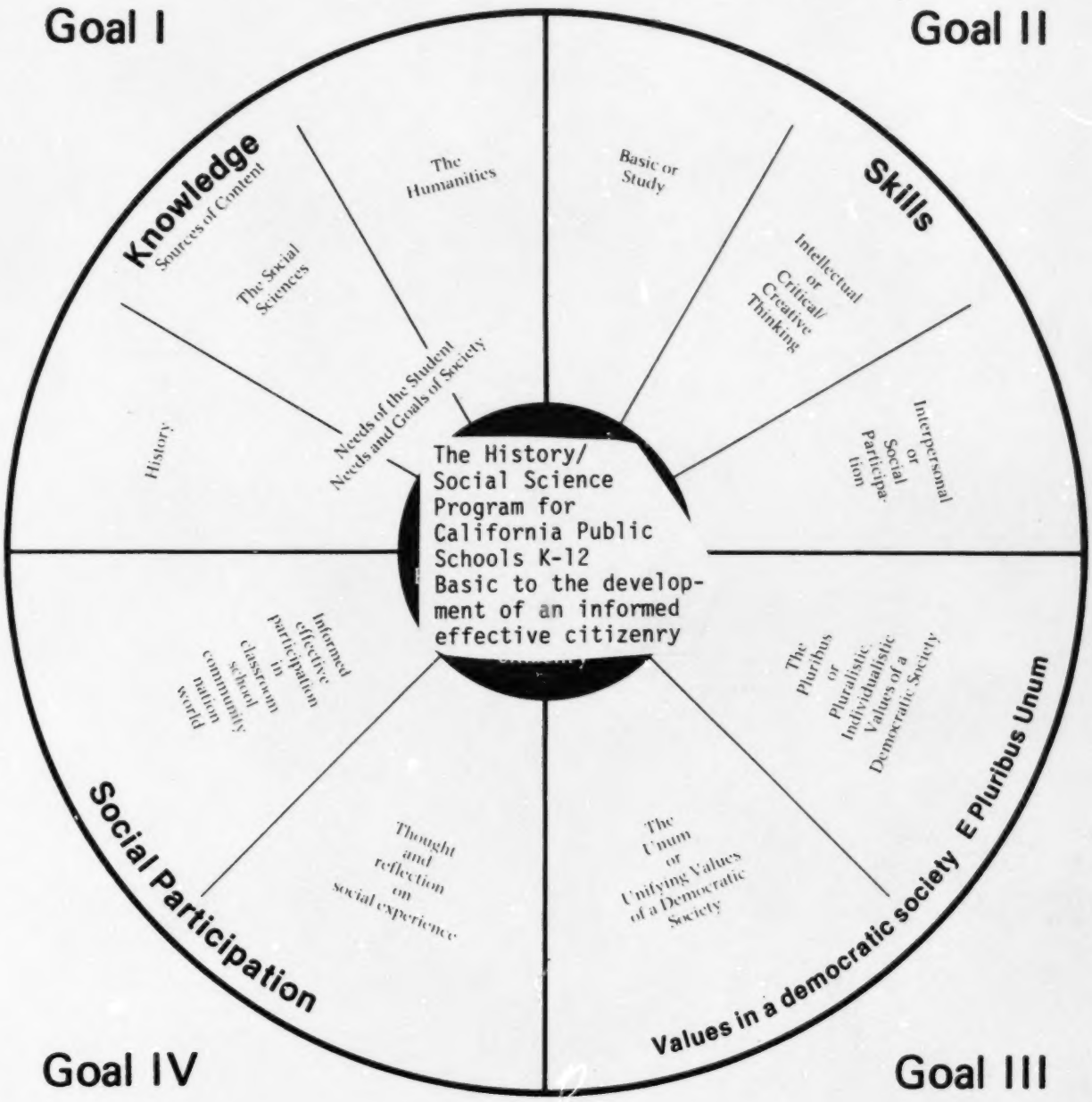
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Skills
Basic or Study
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
Needs of the Student
Needs and Goals of Society
The History/ Social Science Program for California Public Schools K-12
Basic to the development of an informed effective citizenry
Social Participation
Informed effective participation in classroom school community nation world
Thought and reflection on social experience
Values in a democratic society
The Pluribus or Pluralistic Individualistic Values of a Democratic Society
The Unum or Unifying Values of a Democratic Society
E Pluribus Unum
Goal IV
Goal III

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

Grade Level	Major Focus
KINDERGARTEN:	
Myself And Others In My World	Learning about the physical/social/emotional dimensions of self and others.
GRADE 1:	
People At Home And At School	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2:	
People As Members of Groups	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3:	
People As Members of Communities	Understanding the nature of communities and how people make communities function.
GRADE 4:	
People of A Region: California	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5:	
People of A Nation: The United States	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6:	
Our World, Its Diverse Peoples And Their Societies	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study:
Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

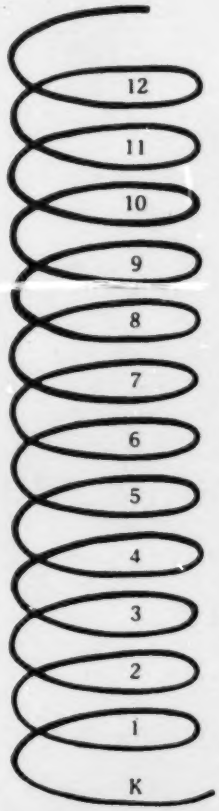
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

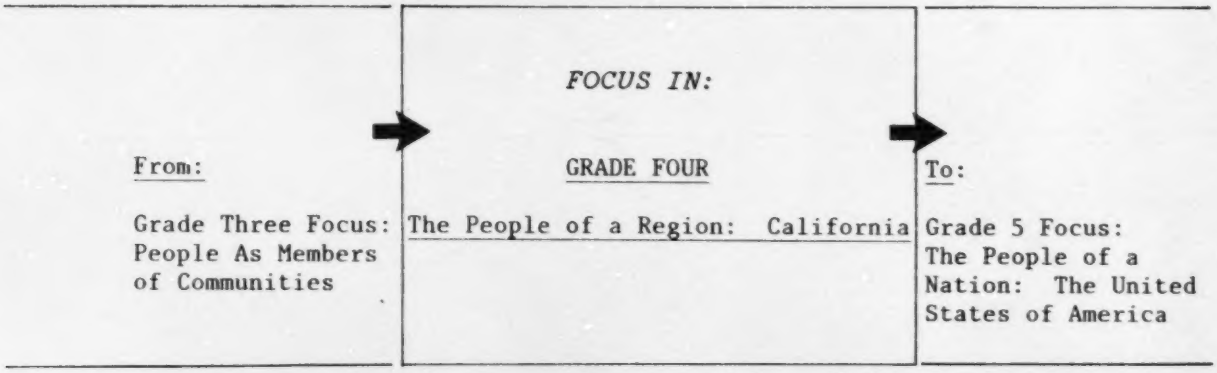
Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

HISTORY-SOCIAL SCIENCE IN GRADE FOUR

Topics of Instruction, Concepts, Skills
Suggested Learning Activities and Media
Resources for Fourth Grade


FOCUS IN:
From:
GRADE FOUR
To:
Grade Three Focus: People As Members of Communities
The People of a Region: California
Grade 5 Focus: The People of a Nation: The United States of America

GRADE FOUR - The People of a Region: California

The great diversity of California's geography, people and social environments and its rich history offer excellent opportunities for students to explore important aspects of a significant region and their interrelationships. Comparing and contrasting California with other regions in the world provide an introduction to systematic learning experiences in a comparative study of people and their environments in the social sciences.

TOPICS OF INSTRUCTION:

1. Our community, Kern County, is a part of California. (Note: A brief review of a major theme or focus of instruction in grade three.

2. The peoples of California today: who we are; where we live (includes map skills); the work we do; the way we participate as citizens.

3. California: its land and its environment (e. g., regional setting; major physical features; economic and cultural geography; current environmental concerns) (includes map skills.)

4. California in prehistoric times.

5. The history of California and the diverse peoples who made our history (the major historical periods).

6. Californians all: men and women who have made significant contributions to our social, political, economic, and cultural life.

7. California's government: past and present.

8. California: its place/role in the United States and in the world (includes map skills).

9. Looking toward the future in California.

CONCEPTS:

The following concepts to be introduced, or reinforced and extended in grade four flow from or are allied to the topics for instruction. Not only should students in grade four be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but students should be encouraged to incorporate them into their working vocabularies and to evidence their comprehension of them in other ways as well.

Community	Discovery	Transportation
City	Exploration	History
State	Geography	Folklore/mythology
Region	Location	Independence
Agriculture	Comparative Location	Cultures
Industry	Similarities/differences	Transportation
Urban/suburban	Immigration/migration	Communication
Rural	Mission	Government
Wealth	Pueblo	Producer
Heritage	Ranchero	Consumer
Contributions	Landforms	Environment
Diversity	Population	Cultural life
Quality of Life	Tribal Roles	Beauty
Progress	Leadership	Biography/Autobiography
Change	Cooperation/Conflict	Diary
Pioneers	Rivalry	

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced, or reinforced and extended. The following list of skills appropriate for grade four is not exhaustive. It is an illustrative listing, but the skills identified here are to be included as objects of explicit, direct instruction in grade four.

A. *Basic or Study Skills: Students in grade four should learn to:*

- Distinguish between a political and a physical map of California and be able to use both maps.
- Recall in sequential or chronological order information read.
- Use an intermediate dictionary and encyclopedia for information.
- Correct own written work for run-on, incomplete sentences, and omitted words.
- Acquire information about and appreciation of other cultures through reading fiction and non-fiction, particularly biographies, autobiographies, and diaries.
- Prepare and deliver an oral report on a current event of signficance in California using information gained from television viewing or from a current newspaper or periodical.
- Construct/interpret simple circle graphs.
- Prepare/interpret a simple flowchart to show steps in operations.
- Use a card catalogue.
- Locate works of fiction, nonfiction, and biography by using Dewey Decimal Classification numbers.

B. Intellectual or Critical/Creative Thinking Skills: Students in grade four should learn to:

- Make a relief map of California.
- Prepare a pictorial map of California at a given historical period.
- Compare/contrast life in California then and now.
- Imagine self as a resident of California in an earlier period of history and write a letter or excerpt from a diary describing his/her daily life, thoughts, hopes and fears.
- Initiate discussions and offer counter ideas to discussion topics.
- Gather facts from community resources by participating in a field trip and then record, summarize, and evaluate the field trip (or interview) and the information gained.
- Write a letter expressing appreciation for courtesies extended during a field trip or interview.
- Make a brief illustrated oral report on an issue of concern to Californians today.
- Prepare and present a short program of music, dance, stories or art that are representative of California.
- Prepare a simple timeline which will illustrate California's development from prehistoric to present times.

C. Interpersonal or Social Participation Skills: Students in grade four should learn to:

- Contribute to a group effort to gather, convey, interpret information about California.
- Interview a long-time California resident and/or newcomer to California and report orally on the results of that interview.
- Participate in classroom and school elections.
- Help plan and execute a project designed to enhance the quality of life in California today, beginning with life in one's own classroom and school, and extending to one's community and the state.
- Visit an historical site in California and prepare an illustrated report of that visit.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced teachers of grade four to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities suggested here are appropriate to the history-social science topics to be studied in grade four. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. To extend students' knowledge of geographical terms and landforms, show pictures of different scenes dipicting the great variety of geographical features found in California. For example, pictures of deserts, mountains, bays, deltas, rivers, etc., could be shown and the distinctive features of each discussed.

2. On butcher paper draw a large outline map of California. Then as the students look at maps of California in their textbooks or a large commercially perpared wall map of California, call attention to the following major geographical features. Ask the students to find the features on the maps they have at hand. Let them trace or put their fingers on them. When it has been established that the students have correctly located the places listed below, invite one student to draw that feature on the butcher paper map. This activity probably should be done over a period of several weeks. These are some suggested major features:

    - Long, varied coastline of California.
    - Coastal mountain ranges with valleys.
    - High Sierra-Nevada mountain systems with foothills.
    - Large, central San Joaquin Valley enclosed by series of mountains.
    - River system--label major rivers.
    - Bays.
    - Desert areas.
    - Inland seas.
    - Student's own community and Kern County.
    - Sacramento, the state capital.
    - Major cities.
    - Faults.

3. From newspapers clip weather maps/reports. Mount them on paper and ask small committees of three or four students to work together to decode them and report on their findings. Follow up by asking committees to volunteer to monitor the weather for succeeding weeks and to make reports to their classmates. If desired, the weather maps could be put on overhead projection and the students could discuss them in the way that televison weather reporters do on newscasts.

4. Discuss the reasons why peoples from all over the world have come to live in California, then ask the students to do some research about the history of their own families. When/why did the members of the student's family come to California? These are some reasons which students might want to consider as they interview family members: climate, educational opportunities, economic opportunities, California's location, health, employment opportunities, recreational opportunities, etc.

5. Put children's names or pictures on a map of the United States or a world map to indicate former home of immediate family.

6. Conduct a survey to find out in what other towns/cities of California students have lived. Put children's names or pictures on map of California to indicate their former homes. Let the students compare/contrast life as they knew it in previous hometowns with life in present one.

7. Make dioramas illustrating reasons people have come to California or dioramas showing how various peoples lived in California in the past.

8. Introduce children to almanacs and let them learn how to use them. Devise a number of questions about California which can be answered by using an almanac--either a world almanac or a California almanac. Give the students a research assignment of finding answers to those questions. For example, some questions which could be answered readily from an almanac are these: When did California become a state? What is the capital of the state at the present time? What other towns or cities once were the capital? How many people now live in California? What are the five largest cities in California? What are California's major imports?, etc.

9. Introduce children to outline maps and discuss the ways and reasons for using them. Then let them locate California Indians according to their geographic or linguistic groupings. For example, students could show the Coastal groups, Valley groups, Mountain groups, etc., by means of color coding or shading with a pencil. Later the teacher may want to lead a discussion in which children are asked to draw inferences about how/why the regions in which Indians lived may have affected their lifestyles, diet, clothing, etc.

10. Ask committees of students to select/research one aspect of life in California during the Gold Rush. Then let them present their findings in an original dramatization or write a diary or letter pretending they were alive then.

11. Bring recordings of mission music, songs of the Gold Rush, songs about California and/or its cities to class and let students have the opportunity of hearing/discussing them. Alternately teach those songs to the students and let them enjoy singing them. Some suggestions are: "I Love You California" (state song), "California, Here I Come", "Sacramento", "Sweet Betsy from Pike", "Oh, Susanna", "I Left My Heart in San Francisco", "Poppies, Golden Poppies" and others.

12. Compile a "Who's Who of California Past" or a "Who's Who of California Present". Let each student select some one person as a subject of special study. Encourage the student to read a biography/autobiography of that person, as well as to use other secondary sources to prepare a special report about that person. The report could be written, oral, pictorial or presented as an interview, if students wish to pair, one acting as interviewer and the other as "celebrity".

13. Teach children how to use/make timelines. Then prepare a pictorial timeline of California's history from earliest times to the present on which the major events of the state's history can be depicted. The construction of this timeline could stretch around all four walls of the classroom. It could be begun at one time and than completed in stages as students study about successibe periods, events in California history.

14. Read aloud some of the many, beautiful folktales which have been told and retold by generations of California Indian groups. Let the students just enjoy some; use others as springboards for discussion about Indian lifestyles, beliefs, modes of expression and so on. Let the students illustrate some favorite folktales.

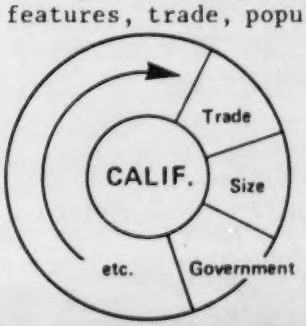
15. Working together as a class, let the students write a letter to the Governor or to a Senator or member of the Assembly who represents them in Sacramento. The letter could be one of praise for something or some stand on an issue which the person has taken. Alternatively, it could be a letter suggesting some action on a given matter and the reasons why the students believe the action is warranted.

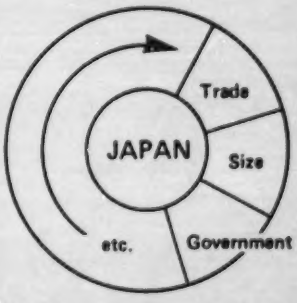
16. Use the opaque projector to show some of the paintings and sketches of California which depict life in the past or which represent the work of California's fine artists. Ask a librarian to help you locate appropriate pictures. Use the pictures as springboards of discovery for students. Ask them to look for certain details in given pictures, for example, or ask them to suggest an appropriate title for another picture, or to tell what "message" or mood the picture conveys to them. This activity provides opportunities not only to enhance the student's appreciation of art, it can contribute to their appreciation of life in the past, of the work of the artists and of diversity in California.

17. Ask the students to find out the names of the Governor, Lt. Governor, Speaker of the Assembly, etc., and of the Assembly Member and Senator who represents them in Sacramento. Then let the students draw a pictorial chart on which their information can be displayed.

18. Suggest that a group of students follow the newspapers and televison reports for a given week, noting important happenings in California. At the end of the week, let the students present a "California This Week" newscast on which they can report their feelings. Subsequently, let another group undertake the task and so on.

19. Select another region of the world with which to compare California. Let students research that region. Let them report their findings on two circle graphs drawn side by side similar to the example shown below. Some items which might be compared are: size, climate, transportation, government, natural resources, education, geographical features, trade, population, etc.





20. Use one or more of the Project CHOICE units listed below. These units are available from the Kern County Superintendent of Schools Office: Career Education.

1. Oceanographer (Stock #103): Increase awareness of the nature and importance of the scientist and technicians who study the oceans.
2. Geologist (Stock #106): Helps children understand importance of earth science in their lives; exposes students to some work done in this field.
3. The Newspaper (Stock #51): Provides for appreciation of the skills and teamwork requried in producing a newspaper.
4. Banking (Stock #122): Helps students understand bank services, jobs and responsibilities necessary for functioning, skills necessary for bank employees and customers, and reasons for wise spending and saving.

MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

ALL GOLD CANYON 5406
MP 4 21 MIN WWS 1972
AN ADAPTATION OF JACK LONDON'S STORY DEALING WITH GREED AND MAN'S HUNGER FOR GOLD. CONTAINS SEQUENCES INVOLVING PHYSICAL VIOLENCE.

CALIFORNIA 1542-1812 - PART 1 5777
SP 4 14 SP 11X14 B/W VALCKT 1956
MAP OF EARLY CALIFORNIA, STATUE OF CABRILLO, SAN DIEGO BAY, DRAKE'S PLATE, MONTEREY BAY, SAN DIEGO MISSION, JUNIPERO SAN, PRESIDIO CHAPEL IN MONTEREY, SAN GABRIEL MISSION, OLIVERA STREET.

CALIFORNIA 1820 - 1872 - PART 2 5776
SP 4 17 SP 11X14 B/W VALCKT 1956
MONTEREY CUSTOM HOUSE, DE PALA AND SALAND MISSIONS, SUTTER'S FORT, FREMONT PLAQ, BEAR FLAG, SAN PASQUAL BATTLEFIELD, DONNER MONUMENT, GOLD, POINT LOMA LIGHTHOUSE, MODOC LAVA BEDS, OLD ENGINE.

CALIFORNIA, THE GOLDEN STATE 3604
MP 20 MIN AVIS 1972
REVIEWS THE CULTURAL AND THE PHYSICAL GEOGRAPHY OF CALIFORNIA.

CALIFORNIA'S 14 HISTORIC FLAGS 1878
SP 4 15 SP, 46X20 LAAMIC 1958
FLAGS OF SPAIN, ENGLAND, FREMONT, THE CALIFORNIANS, MEXICAN REPUBLIC, MERICAN EMPIRE, ARGENTINA, RUSSIA, CALIFORNIA REPUBLIC, U.S. WITH BRIEF SUMMARY OF EVENTS OF EACH PERIOD.

DEATH VALLEY NATIONAL MONUMENT 4926
MP 4 11 MIN BFA 1962
SHOWS THE SCENIC GRANDEUR, HISTORY, LIFE, AND RESOURCES OF DEATH VALLEY.

DISCOVERING CALIFORNIA THROUGH BOOKS 1337
SP 4 8 SP 24X36 GLTEL 19XX
LITERARY MAP OF CALIFORNIA, SHOWING DRAWINGS AND BOOK TITLES SELECTED FROM CHILDREN'S LITERATURE.

FOLK SONGS IN AMERICAN HISTORY - SET 1 - IN SEARCH OF GOLD 7000
FK 1 FS, 1 TC, IN SCHLAT 1969
SONGS, HISTORY, AND ART OF THE GOLD RUSH ERA. SONGS ARE SACRAMENTO, SANTY ANO, SWEET BETSY FROM PIKE, POOR OLD MINER AND CLEMENTINE.

FRANCISCAN MISSIONS OF CALIFORNIA 5492
SC 4 43 SL 2X2 WECH 1961
PHOTOGRAPHS OF THE CALIFORNIA MISSIONS WITH ACCOMPANYING EXPLANATION.

FRAY FELIPE (SPANISH) 534
MP 15 MIN BFA 1963
SPANISH RENDITION OF FOLK SONG "BROTHER JOHN". ANIMATED. LEVEL 1.

FRUIT BOWL OF THE WORLD 5600
FK 4 1FS, 1TC, IN CAMORE 1978
DEPICTS THE MANY FRUIT CROPS -- FROM BLOSSOM TO MARKET -- GROWN IN THE CENTRAL SAN JOAQUIN VALLEY.

HAD YOU LIVED THEN - LIFE IN A CALIFORNIA MISSION IN 1790 7928
MP 4 14 MIN PARAGO 1976
USES AUTHENTIC SITES AND ARTIFACTS TO RECREATE CALIFORNIA MISSION LIFE. DESCRIBES THE NEARLY SELF-SUFFICIENT MISSION COMMUNITIES, AND THE SERF-LIKE RULES OF THE INDIANS.

ISLAND OF THE BLUE DOLPHINS 640
MP 20 MIN TFC 1965
AN EXCERPT FROM SCOTT O'DELL'S STORY OF THE GHALAS-AT INDIANS ON AN ISLAND NEAR CALIFORNIA IN 1801.

LEARNING ABOUT LAND AND WATER 6181
MP 4 9 MIN CAMILL 1970
DEFINES THE BASIC GEOGRAPHIC TERMS IN THE BEGINNING STUDY OF MAPS AND GLOBES. EXPLORES THE INTER-RELATION OF NATURAL AND CULTURAL GEOGRAPHY.

LURE OF WATER 7678
MP 25 MIN CALDWR 1979
SURVEYS THE PLAN, FUNCTIONS, AND FACILITIES OF THE CALIF. STATE WATER PROJECT. DEMONSTRATES PRECAUTIONS ESSENTIAL TO THE SAFE AND ENJOYABLE USE OF THE RESERVOIRS AND AQUADUCTS FOR RECREATION.

MAKING BASKETS - AN ART ADVENTURE 7594
MP 11 MIN CENTEF 1978
INTRODUCES THE CRAFT OF BASKET-MAKING. SHOWS THAT MATERIALS FOR BASKETS ARE EASILY FOUND OUTDOORS AND THAT MAKING BASKETS IS A REWARDING MEANS OF SELF-EXPRESSION.

SEARCH FOR SURVIVAL 7529
MP 27 MIN. CCG 1976
SURVEYS FOOD PRODUCTION RESEARCH IN CALIFORNIA, INCLUDING RESEARCH RELATED TO TOMATO PRODUCTION, RICE, WATER SUPPLY, SOIL NUTRITION, ANIMAL BREEDING, PESTICIDES, DAIRY CATTLE, PLANT GENETICS.

SIERRA NEVADAS - PT. 1 6963
SP 4 14 SP 9X12 B/W VALCKT 19XX
PRESENTS SCENES OF RESOURCES, HISTORICAL LOCALES, ECOLOGY, AND RECREATIONAL ACTIVITIES OF THE CALIFORNIA SIERRA.

SIERRA NEVADAS - PT. 2 3065
SP 4 17 SP 9X12 B/W VALCKT 19XX
PRESENTS SCENES OF RESOURCES, HISTORICAL LOCALES, ECOLOGY, AND RECREATIONAL ACTIVITIES OF THE CALIFORNIA SIERRA.

TACHE-YOKUTS INDIANS OF THE SAN JOAQUIN VALLEY 5621
KT 4 30SL, 2TC, 1BK TUCSON 1978
HISTORICAL ACCOUNT OF THE TACHE-YOKUTS. KIT CONTAINS SOUND-SLIDE SHOW IN CAROUSEL DRUM, AUDIO CASSETTE OF TACHE-YOKUTS SONGS, AND 140 PAGE BOOK BY Mrs. CUMMINS.

TRANSPORTATION AND OCCUPATIONS IN EARLY CALIF. - PART 3 7033
SP 4 12 SP 11X14 B/W HEARTH 1956
LUMBERING AND MINING - PHOTOGRAPHS OF MINING AND LOGGING TRANSPORT ACTIVITIES AROUND THE TURN OF THE CENTURY.

TRANSPORTATION AND OCCUPATIONS IN EARLY CALIFORNIA - PART 1 6516
SP 4 12 SP 11X14 B/W HEARTH 1956
WAGONS AND STAGECOACHES OX TEAM, DESERT STAGE, CONCORD MUD WAGON, WELLS FARGO EXPRESS OFFICE, CONESTOGA WAGON, PRAIRIE SCHOONER, COVERED WAGONS, BUCKBOARD, FREIGHTING MACHINERY.

TRANSPORTATION AND OCCUPATIONS IN EARLY CALIFORNIA - PART 2 6517
SP 4 11 SP 11X14 B/W HEARTH 1956
RAILROADS, FERRYBOATS, BRIDGES) PROSPECTOR'S BURRO AT WATERING TROUGH, WAGON FERRYING THE RIVER, COVERED BRIDGE, RAILROAD SNOW SHEDS, MINING ENGINE, ORE CAR, FIRE ENGINES.

TRANSPORTATIONS AND OCCUPATIONS IN EARLY CALIF. - PART 3 7033
SP 4 12 SP 11X14 B/W HEARTH 1956
LUMBERING AND MINING - PHOTOGRAPHS OF MINING AND LOGGING TRANSPORT ACTIVITIES AROUND THE TURN OF THE CENTURY.

BEST COPY AVAILABLE

APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.
(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213
Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.
(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213
Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

ACKNOWLEDGEMENTS

Appreciation is expressed to those whose names are listed below for their contributions and suggestions for this Curriculum Guide.

Alexander, Patricia - Principal, Buena Vista School District
Allmon, Nancy - Third Grade Teacher, Panama Union School District
Antongiovanni, Mindy - Third Grade Teacher, Rosedale Union School District
Betten, Bill - First/Second Grade Teacher, Delano Union School District
Blackledge, Judy - First Grade Teacher, Rosedale Union School District
Cole, Dr. Herbert M. - District Superintendent, Bakersfield City School District
Crossley, Helen - Principal, Sierra Sands Unified School District
De La Garza, Susie - Second Grade Teacher, Delano Unified School District
Dermody, Doris - Fourth Grade Teacher, Fruitvale School District
Dery, Anna - First Grade Teacher, Rosedale Union School District
Dietrich, Ruth - Library/Textbook Technician, Sierra Sands Unified School District
Freeman, E.D. - Area Administrator, Bakersfield City School District
Garcia, Eva - Fourth Grade Teacher, Delano Union School District
Gordean, John - Seventh/Eighth Grade Teacher, Mojave Unified School District
Grant, Earl - Seventh Grade Teacher, Bakersfield City School District
Hand, Carol - First Grade Teacher, Kernville Union School District
Heard, Cora - Kindergarten Teacher, Beardsley School District
Heflin, John - Sixth Grade Teacher, Sierra Sands Unified School District
Hefner, John - Principal, Fruitvale School District
Heinz, Kathleen - Fourth Grade Teacher, Delano Union School District
Henry, Carole - Seventh/Eighth Grade Teacher, Bakersfield City School District
Herder, Richard - Seventh/Eighth Grade Teacher, Bakersfield City School District
Holochwost, Larry - Principal, Kernville Union School District
Kellenberger, Harriett - Kindergarten Teacher, Norris School District
Knutson, Barbara - Fourth Grade Teacher, Delano Union School District
Kolb, Esther - Fifth Grade Teacher, Delano Union School District
LaGore, John - Seventh/Eighth Grade Teacher, Bakersfield City School District
Martinez, Jose - Seventh/Eighth Grade Teacher, Delano Union School District
Miller, Charlene - Fifth/Sixth Grade Teacher, Greenfield Union School District
Norris, Opal - Sixth Grade Teacher, Kernville Union School District
Palmer, Lloyd - Eighth Grade Teacher, Bakersfield City School District
Panucci, Dr. Mary R. - Assistant Superintendent, Administrative Services
Business Manager, Sierra Sands Unified School District
Parsons, Meilani - Seventh/Eighth Grade Teacher, Delano Union School District
Pedersen, Eleanor - Fourth Grade Teacher, Greenfield Union School District
Phillips, Darlene - Primary Teacher, Fruitvale School District
Pickett, Jo Ann - First Grade Teacher, Rosedale Union School District
Pierucci, Richard - Principal, Norris School District
Reynolds, Susan - Kindergarten-Fourth Grade Teacher, Buena Vista School District
Rodgers, Darrel - High School Teacher, Sierra Sands Unified School District
Ross, JoAnn - First/Second Grade Teacher, Semitropic School District
Rozum, Sue - Resource Teacher, Delano Union School District
Stevenson, Mary - Fourth/Fifth Grade Teacher, Kernville Union School District

Watts, Albert - Opportunity Program, Delano Union School District
Webb, Carol - Primary Teacher, Rosedale Union School District
Welch, Carroll - Sixth Grade Teacher, Delano Union School District
Whealy, Perry - Seventh Grade Teacher, Bakersfield City School District
Woessner, Mike - District Superintendent, Semitropic School District
Woolsey, Milton - Assistant Superintendent, Instruction, Delano Union School District
Wren, Loran - Seventh/Eighth Grade Teacher, Delano Union School District
Zimmerman, Richard - Fifth Grade Teacher, Kernville Union School District

Branson, Dr. Margaret S. - Chair, History/Social Science Consultant, Kern County Superintendent of Schools Office; Fall, 1982